DOCUMENT RESUME

ED 243 612 RC 014 700

AUTHOR	Green, Paul
TITLE	The Outdoor Leadership Handbook. A Manual for Leaders of Land-based Outdoor Pursuits in the Pacific Northwest.
INSTITUTION	Emergency Response Inst., Tacoma, WA.
REPORT NO	ISBN-0-913724-32-7
PUB DATE	82
NOTE	44p.
AVAILABLE FROM	Emergency Response Institute, 9035 Golden Givens Road, Tacoma, WA 98445 ($3.50).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adventure Education; Certification; Delinquency; Equipment; First Aid; Group Dynamics; Leaders; Leadership Qualities; *Leadership Responsibility; Leadership Training; *Outdoor Activities; *Outdoor Education; Recreational Activities; *Safety; *Skill Development
IDENTIFIERS	Environmental Impact; *Outdoor Leadership; Pacific Northwest; Risk Management; *Trip Planning

ABSTRACT

The handbook is intended for three leadership groups: leaders of land-based trips in the Pacific Northwest with youth or adults for an agency such as a city recreation department, experienced leaders, and leaders conducting high-adventure programs for juvenile delinquents. The handbook contains current information regarding: (1) trip planning and management (site selection, schedules, routes, safety guidelines, group policies, transportation, permits, licensing, food, emergency procedures, minimum impact practices); (2) risk management (client experience and health status, risk disclosure, safety consciousness, first-aid skills and supplies, skill development); (3) leadership on the trail and cross-country navigation (roles of navigator, pacer, anchor person, leader); (4) leader certification; and (5) the roles of the outdoor leader who is ultimately responsible for the safety and protection of the group. It includes lists of appropriate first aid supplies and backpack equipment, as well as sample forms for planning risk management; gathering information about the field trip, students, and campers' experience; and releasing liability. A list of information sources is included. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED243612

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

The Outdoor Leadership Handbook

A Manual for Leaders of Land-based Outdoor Pursuits in the Pacific Northwest

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Gene Tear
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

By Paul Green

RC014700

AN EMERGENCY RESPONSE INSTITUTE PUBLICATION

2

THE OUTDOOR LEADERSHIP HANDBOOK

A manual for leaders of Land-based Outdoor pursuits
in the Pacific Northwest.

By

Paul Green

The Outdoor Leadership Handbook
(c) Copyright 1982
Published and Distributed by
The EMERGENCY RESPONSE INSTITUTE
9035 Golden Given Road
Tacoma, Washington 98445
ISBN 0-913724-32-7

Certain pages are designed for educational use and permission is granted to the user for reprint of copy.

Printed in USA
By NESS PRESS & Design - Olympia, WA.

OUTDOOR LEADERSHIP HANDBOOK

Table of Contents

Acknowledgement 1
Preface 3
Chapter I - An Introduction to Outdoor Leadership 5
Chapter II - The Major Considerations for Trip Planning . . 9
Chapter III - Risk Management 15
Chapter IV - Leadership on the Trail and During Cross Country Navigation 19
Chapter V - Some Thoughts on Outdoor Leaders, Leadership, and Minimum Impact Camping Practices 21
Chapter VI - The Pros and Cons of the Certification of Outdoor Pursuit Leaders 25
Summary - "Consider Yourself An Outdoor Leader - - If" . . . 28
Appendices
First-Aid and Emergency Medical Kits 31
Risk Management Plan 33
Student Information Form 34
Experience Record 35
Backpacking Equipment List 36
Assumption of Risk Forms
A. Rock Climbing 39
B. Wilderness Safety Information 40
Information Sources 41

ACKNOWLEDGEMENTS

A handbook on Outdoor Leadership written in the 80's should contain the ideas and concepts of the most innovative leaders in the field and this handbook is no exception. The ideas expressed within are an acculumation of many years of experience leading a variety of groups in the outdoors and professional contact with the top outdoor instructors in the United States. I would like to give credit to the professional instructors who have helped shape my philosophy of outdoor leadership by acknowledging: Paul Petzoldt, the father of Outdoor Leadership; Rick LaValla and Skip Stoffel, directors of the Emergency Response Institute; and Gene Fear, the father of Modern Survival Techniques. Indirectly these leaders have made this text a practical guide for people who are leading trips with youth or adults in the outdoors for fun, skill testing or adventure.

PREFACE

Until the last decade, outdoor leaders in the Northwest received their leadership training through experience or participation in a mountaineering guide service. Frequently an aspiring leader would apprentice under the direction of an experienced mountain guide for several seasons. This type of training changed as the participation rate in outdoor pursuits increased. Because of the increased demand during the seventies for qualified leaders, many colleges, universities and non-profit institutes developed courses in outdoor leadership. Although the development of outdoor leadership training has made a positive progression, related literature has remained almost non-existent. In the field of outdoor leadership, where the leader has a serious responsibility to his or her charges, the omission of practical leadership information could prove critical. This publication was written to disseminate information about outdoor leadership in the Pacific Northwest,

This handbook contains current information on trip planning, trip management and the roles of the outdoor leader who is ultimately responsible for both the safety of the group and the protection of the environment. Additionally, a practical view of outdoor leadership is offered covering the essential factors that leaders must be aware of when planning a trip whether it is for a weekend, a week or an expedition.

This guide is written for individuals who are leading land-based trips with youth or adults for an agency such as a city recreation department or a college course. The outdoor leadership handbook will also be a resource for leaders with considerable experience because material in this text can be adapted to their own style of leadership.

The outdoor leadership handbook will be important reading for outdoor leaders conducting high adventure programs for juvenile delinquents but is not intended to be the sole source used in developing their total program. The juvenile delinquent adventure programming model is different from leading groups to enjoy the outdoors because there is a major difference in the purpose of the field experience.

If readers have comments for revisions, or additions to the handbook, they may contact the author at the Recreation and Leisure Services Department, Eastern Washington University, Cheney, Washington, 99004.

CHAPTER

I

AN INTRODUCTION TO OUTDOOR LEADERSHIP

The specific qualities of small group leadership in outdoor pursuits are often difficult to define, but it is important to discuss these qualities in relationship to the leaders' responsibility. Major conflicts may also arise when individuals attempt to compare outdoor leadership with other traditional styles and types of leadership. While convenient, it is also difficult to define outdoor leadership using traditional definitions and terms. For example, a teacher in the classroom, responsible for students in a school protected environment, has a different leadership style and set of responsibilities from the leader who is taking a group backpacking in the wilds of the North Cascades. The following key factors will help to distinguish outdoor leadership from leadership in other type of activities.

1. An outdoor leader is an individual who is in charge of a group of people participating in an outdoor pursuit and who accepts the responsibility for education and safety of the participants.
2. The outdoor leader's responsibility begins in the planning stage. It is during this stage and the pre-trip meetings that the leader will eliminate about 80% of the factors that contribute to field trip accidents.
3. By accepting the responsibility for the group, the outdoor leader incures a legal (and moral) obligation to know the correct techniques and procedures for teaching the outdoor pursuits activity, as well as an obligation to be proficient in first-aid and other emergency procedures.
4. If you lead high risk outdoor pursuits you will have accidents, regardless of how careful you plan your trip. High adventure outdoor accidents happen due to the nature of the risk and the wildness of the environment. The leaders job is to reduce the frequency and the severity of the accidents.

Leadership; A Committing Experience: The outdoor leader who accepts the responsibility for the education and safety of the participants during an outdoor pursuit activity has a committing job.

The components of the term "outdoor leadership" can be used to describe the responsibilities of an individual who determines the philosophy of a trip, establishes the policies and developes the safety guidelines for the participants. The outdoor leader purchases equipment, manages the budget, maintains equipment, outfits students, teaches skills and continually relates information. Additionally, the leader orchestrates the field experience and directs the decision making process in the group they are leading. In brief, the leader of land-based outdoor pursuits must be a "jack of all trades" considering the different and varied roles and responsibilities of the individual who accepts the position.

An Additional Leadership Obligation: In addition to the leaders responsibility to their charges, there is an unofficial obligation to work with land management agencies to reduce the conflicts of group usage. Besides securing the necessary permits from land management agencies, it is important to be aware of the agency's policies on group size, group travel, as well as their recommendations on minimum impact camping practices.

Organizing the Outdoor Leadership Function: The outdoor leadership function is organized into 5 major phases: trip planning; the pre-trip meetings; the final field check; the field trip; and the evaluation.

1. **The trip planning** phase involves all the major decisions of trip planning including all other considerations necessary to put together a quality field experience. A review of risk, and the development of a risk management plan is also accomplished in the trip planning phase. Reference Chapter II and Chapter III.

2. **The pre-trip meetings** must include discussions on the philosophy and policies of the trip, with a review of the tentative trip plan and the pre-trip conditioning activities. It is important to include an indepth discussion of the objective and subjective dangers with all participants as well as methods for minimizing the risks. Additionally, the participants should receive an equipment list, an assumption of risk form and a student information form. Several pre-trip meetings may be necessary for an extended outing.

3. **The final field check** occurs at the last pre-trip meeting prior to the field experience. The final field check includes an equipment check, a discussion of the potential weather, a review of the trip schedule, and the minimum impact camping practices. During this meeting the leader finalizes his/her trip planning checklist, and reviews with all participants final details such as the time and place to meet, transportation arrangements, clothing to wear, food to bring, etc.

4. **The field trip** is the actual experience that is carefully orchestrated by the leader for the benefit of the group. Reference Chapter IV.

5. **The evaluation** of the field experience is the final important phase of the outdoor leader function. The purpose is to determine what went right or what went wrong on the trip. It is only through written evaluation by and/or debriefing of the students that a leader will find areas to improve or change. The evaluation should include comments on the field area, the instructor, the trip plan and activities.

Supporting the Leadership Function: An advisory committee can provide support to the leadership function in land-based outdoor pursuits. Advisors, such as a physician, an attorney and insurance agent, can give valuable advise on areas of concern to an outdoor leader such as: legal liability and negligence, information on medications, insurance needs, etc. An outdoor leader should develop his/her advisory committee by selecting members who are also outdoor leaders in order to receive the best advise possible.

QUALIFICATIONS FOR OUTDOOR PURSUIT LEADERS

Within the Pacific Northwest there is not an established set of qualifications for outdoor pursuit leaders who are leading land-based groups in backpacking, mountaineering or winter camping. There are, however, qualifications which appear consistently in the job announcements seeking outdoor leaders to direct a year around outdoor program. The following basic qualifications are summarized from past job announcements in the Northwest and the author's personal experience in hiring leaders.

1. **Experience**
An outdoor leader must have documented experience in leading and teaching outdoor pursuit activities and have mastery of the skills involved in the activity.

2. **Medical training**
The minimum medical training for a land-based outdoor leader in the Pacific Northwest includes advanced first-aid, CPR training, and a wilderness first-aid course. Additional courses such as emergency medical technician, or CPR instructor training are encouraged.

3. **Small Group Skills**
An outdoor leader must be able to effectively manage a small group in an outdoor environment. Knowledge of small group dynamics and

communication as well as the ability to assess the capabilities of each individual is essential.

4. Risk management

An outdoor leader must be knowledgable of the objective and subjective dangers that a group of people may encounter traveling in the back country of the Northwest and must be familiar with methods of minimizing those risks. A knowledge of the cause and prevention of accidents in outdoor pursuits is essential as well as knowledge of first aid, improvised litter construction, evacuation and search techniques.

5. Fundamentals of outdoor enjoyment

A leader must be familiar with the techniques and equipment necessary to enjoy the outdoors regardless of climatic conditions. A knowledge of the cause and prevention of environmental injuries such as hypothermia, frostbite, dehydration and hyperthermia is an important part of enjoying the outdoors.

6. Map Interpretation

Map interpretation is the ability to read and analyze a map to produce a realistic route in relationship to the ability of the group.

7. Physical Conditioning

An outdoor leader must be in good physical condition and committed to maintaining good health.

8. General

While it is difficult to state the general standards for all outdoor pursuit leaders, there are several qualities that show up consistently in leaders who take responsibility for their charges. Good outdoor leaders tend to be mature, reliable, prompt, organized and have good oral communication skills.

9. A Pitfall in Hiring Outdoor Leaders

Most of the criteria for hiring leaders is subjective. However, it is my opinion that there is one major indicator of an irresponsible leader. It has been my experience that an individual who is consistently late to meetings (including pre-trip sessions or field trips) is disorganized and does not make a good leader. Habitually late leaders will eventually make a mistake on a field trip causing injury or even death to a client or themselves.

An outdoor leader is an individual who is in charge of a group of people participating in an outdoor pursuit and who accepts the responsibility for the education and safety of the participants.

CHAPTER

II

MAJOR CONSIDERATION FOR TRIP PLANNING

A majority of the accidents that occur with groups in the outdoors are a result of poor planing by the leaders. Many of the accidents are caused by such factors as over-estimating the group's ability, inadequate equipment and unnecessary risk taking. A review of the major considerations necessary for trip planning will result in less accidents and assist the leader in putting together a quality field trip. The purpose of discussing the major considerations for trip planning is to get the right people in the right place with the right program.

1. Philosophy: The philosophy of the trip is developed prior to the field experience, and outlines the purpose and objectives of the field trip. Major conflicts arise when leaders fail to define the purpose of the trip and subsequently recruit individuals who do not realize that the field experience is going to be a tough wilderness epic. The leader who sponsors an outdoor activity is making a promise to the clients that they will complete the experience. If the clients are not made aware of the "rugged" philosophy of the trip, the leader will need to tone down the trip to fit the weakest member in the group. Conversly, if the trip philosophy is a "smell the flowers" experience, this will also need to be explained to the prospective clients in order for them to make a decision about their participation.

The philosophy of the trip should also outline the specific role(s) of the leader(s) and the responsibilities of the participants during the field experience. Is the leader(s) going to plan an active role in the decision making for the group? Or will the leader(s) be non-directive and allow the group members to make the decisions on activities, etc. Clarifying the roles and responsibilities of the leader(s) and participants will reduce most of the decision making conflicts that occur during the field experience.

2. Site selection: The field area should support the purpose and goals of the trip. The site selected should contain the resources needed

to conduct the type of activities planned for the group, for example, lakes for fishing, cliffs for climbing and rapelling, etc. The field site should also be a low visitor use area, that is accessible and has a minimum of objective dangers. Many outdoor programs conduct a staff reconaissance trip to check the field site for hazards and suitability prior to taking students into the area. This is a tremendous idea to follow when possible.

3. **Realistic Schedules and Routes:** Many accidents in the out-of-doors result from groups undertaking too ambitious a trip. It is important that the leader plan realistic schedules and routes for the participants on any field experience. The basic schedule planning is done by mentally walking over the entire route with the map concentrating on matching the route with the ability of the group and the proposed time schedule. If the route does not seem feasible or if there are too many contingencies built-in to the time schedule, then it should be modified or an alternate route designed. The concept is to match the group with the area and schedule in order to have the optimum experience. It is important to remember that most successful outdoor programs do not travel far in a day. In most cases, travel is limited to 3 miles or less per day for the first few days of a course.

4. **Group Policies:** The group policies for the field trip interprets the sponsoring organization's rules, clarifies "gray areas", and are establised during the trip planning process. The group policies should outline the organization's stand on such issues as smoking, alcohol, skinny dipping, coed tenting and search and rescue costs during the field experience. An example of a "gray area" is "who is going to pay for rescue if a participant is injured?" If you have a rescue involving a private helicopter service is each individual going to be responsible for their own rescue costs? Or is the group going to divide the cost for an individual's rescue? Or is the organization prepared to pay all rescue costs?

Authors Note: I have been a participant on several trips where the policy on "skinny dipping" was not discussed prior to the trip. This resulted in a major conflict between the "naturals" and the other participants which could have easily been avoided with prior planning.

---

5. **Safety Guidelines:** Prior to the trip, the leaders will determine the safety guidelines to support their judgement and decision making during the field experience. The guidelines will cover the activities that are of potential harm to the students, such as: swimming, stream crossing, climbing, rapelling, etc. Listed below is an example of the

safety guidelines for the leaders and students regarding lake swimming during the field experience.

Guidelines for leaders: ————

A. The leader should inspect the swimming area for hazards prior to allowing students to enter the water.

B. A leader must be present when students are swimming and have devised a plan for water rescue.

C. The leader should caution the students about the hazards of diving into lakes and ponds.

Safety guidelines for the students: ————

A. Swimming will be allowed only in the area selected by the leaders.

B. A leader must be present before students can enter the water.

C. No diving is allowed.

It is important that the safety guidelines be written in general terms giving the leader(s) "time and circumstance" flexibility to interpret hazards. Specific safety guidelines should be avoided because they do not allow the leaders to exercise judgement and can become a legal trap if an accident happens.

6. **Risk management plans**: The risk management plan outlines the who, what, and where of the field trip. The primary purpose of a risk management plan is to identify the potential dangers to the students and should describe how risks will be minimized. The risk management plan is completed in duplicate so that the outdoor leader and the organization/agency director will each have a copy. An example of a risk management plan is located in the appendices of the handbook.

7. **Transportation**: Transportation is a critical consideration to planning a safe field course. Many leaders in Oregon believe that the transportation of pariticipants is the most dangerous part of the course and needs to be carefully planned. As a general rule, it is best to transport all of your people in one vehicle, such as a bus or van. If your organization/agency has the funds, it is possible to transfer the liability to a private carrier who will hire professional drivers for your vehicles. If you are going to be transporting via car pool, it is important to limit the number of automobiles for ecological reasons and to minimize logistical problems of getting to the field area. If

your program has vehicles, it is critical that the outdoor leader ensures that the vehicles under-go scheduled safety inspections, that they are in excellent working order and have the necessary equipment for safe travel, such as tire chains, tools, first-aid kit, fire extinguisher, spare tire, adequate jack, and capability for towing.

8. **Permits and licensing:** The leaders and participants must secure land management agency permits prior to a trip in the areas where they are required. If the trip is classified as commercial, the U.S. Forest Service charges a user fee in certain forest service districts. The user fee is $25.00 for 100 visitor days. Additionally it is the leaders responsibility to ensure that each of the students who will be fishing on the trip have a valid license.

Authors Note: A college outdoor program planned a spring vacation hike into the Grand Canyon of the Colorado river. The group drove 1500 miles to the Grand Canyon and checked in with the backcountry desk where they were immediately informed that they could not hike into the Canyon, since they had not obtained a permit in advance. This is a classic example showing that leaders need to plan carefully during the trip planning phase, so that necessary permits, licenses, or permission are not overlooked.

---

9. **Equipment:** The equipment needed for a trip must be planned far in advance of the field experience and inspected during the pre-trip session(s). Participants must have a detailed equipment list to obtain the proper gear. A sample backpacking equipment list is located in the appendices. Obviously a winter course will require more specialized equipment than a mid-summer backpacking trip but either equipment lists should prepare the students for the coldest average temperature for that field area.

It is a good rule to have technical equipment such as ropes, caribiners, slings, ice axes, helmets, harness, etc. regularly inspected for wear and breakage. An additional equipment inspection should be made prior to the field trip.

10. **Food:** Food is a big issue in the trip planning phase and is a major consideration that needs extensive review. Traditional ration planning is based on the system of 2 pounds of food per person per day at approximately 3700 calories, with winter trips requiring 3 pounds of food at 5500 calories. When preparing for week long trips, food can be planned by meals and prepackaged in plastic bags with the contents listed inside. Extended outings (2 weeks or more) require more careful planning to ensure satisfying meals that meet the

participants caloric needs, especially if extensive climbing or bushwacking is planned. Several good books on food planning are listed in the bibliography.

11. **Methods of resupply**: A method of resupply is needed on extended outings so that the students pack weight is kept to a manageable level. A field trip over 30 days in length will need one or two resupply points for the delivery of food and fuel to the group. The most common methods of resupply are horse packer, jeep or meeting a vehicle at a trailhead. The method of resupply must be arranged in the trip planning phase in order to minimize complications.

12. **Emergency procedures**: If an emergency occurs (missing student, serious injury, death) the group leaders must have a written set of procedures to follow in order to respond effectively. Most outdoor programs have a set of emergency procedures developed by their staff. The procedures are a step by step plan of what to do in case of an emergency and include, two accident report forms, as well as the location and phone number of the county sheriff and the nearest medical facilities. There is a copy of an accident report form in the mountaineering first-aid book by Dick Mitchell published by the Mountaineers.

Authors Note: Within the Pacific Northwest, there is a trend for outdoor groups to operate as a self-sufficient unit. They rely upon the expertise of their leaders and the people-power of the group to carry out their own searches and rescues. This is a good trend for outdoor programs to follow.

REMINDER NOTES:

CHAPTER

III

RISK MANAGEMENT

One of the outdoor leaders primary responsibilities is to assist the students in managing the risks involved in the outdoor pursuit. Even though a careful review of the major considerations for trip planning can eliminate many of the factors contributing to outdoor accidents, more effort is still needed by the leader to decrease the risks. An outdoor leader will be an effective risk manager if he/she plans a realistic field trip and carefully orchestrates the experience. Accidents can be reduced by considering the following risk management items prior to and during the trip.

1. **Know your clients/students experience and health status:** It is important to know the experience and medical background of your clients/students, and can be accomplished by having them fill out a student information form (Health Summary) and an Experience Record. A sample of each form is located in the appendix. These forms will supply the basic information that will give the leader a general opinion about the client/student's background. It is important to follow up, prior to the field trip, on any client/student who has stated that they have a serious illness or injury. The completed forms are carried in the field in case of an emergency. The student information form can also assist the leader in advising the student on pre-trip conditioning exercises.

2. **Disclose the risks involved in the activity:** An outdoor leader has a legal duty to protect her/his clients/students from unreasonable risks. The disclosure of the risks involved in the field trip will help protect the clients/students because knowledge of risks will improve their recognition and judgement. The subjective and objective dangers should be discussed in detail during the pre-trip meetings with an emphasis on minimizing the dangers.

3. **Use assumption of risk forms:** The assumption of risk forms disclose in writing the risks involved in the activity. The assumption of risk forms are signed by the participant ensuring that they are aware of the risks involved by participating in the activity. The parents or

legal guardian must sign the assumption of risk form for a minor child. In the Northwest two legal suits were successfully defended by the use of the assumption of risk forms. There are two types of the assumption of risk forms in the appendices which should be reviewed with your attorney advisor.

4. **Employ directive leadership**: Directive leadership is when the outdoor leader plays an active role in problem solving and decision making and expects group members to be guided by his/her decisions. A directive leader should be friendly but firm and consistent, enforcing the safety guidelines fairly and without favoritism. During the decision making process, a directive leader will always rule in favor of group safety rather than for the benefit of an individual.

5. **Teach skills by progression**: The leader can be an effective risk manager by teaching outdoor skills in a simple progressive manner. The participants should learn basic skills first. After mastering the basics, further complex skills are taught. For example, in rock climbing, knots are taught and mastered before belaying is taught. Belaying skills are then mastered before climbing techniques are taught. It is important for the client/student to have a skill evaluation prior to introducing a more complex skill. Be sure to maintain close supervision while the participants are learning a new skill.

6. **Don't program at night**: Plan to make camp early so that participants have an opportunity to set up camp and cook before dark. Avoid programming activities at night because it is the worst time to have an injury. A minor injury can become a major problem at night.

7. **Develop safety consciousness**: An excellent method for reducing accidents is to develop a high level of safety consciousness within the group. It is important to make the participants aware of how their actions may affect the group in regard to everyone's safety. Maintaining a safety consciousness will minimize the common accidents associated with groups in the outdoors.

8. **Stay current in first-aid and carry an adequate medical kit**: As discussed in Chapter I., an outdoor leader has a legal obligation to know the first-aid and emergency care related to the type of activity he/she is teaching. In addition, a leader should carry an adequate first-aid kit and be familiar and proficient with its contents. A list of the contents of a first-aid and emergency medical kit is located in the appendix.

9. **The risk shift phenomena**: The leaders of high adventure outdoor pursuits must be aware of the risk shift phenomena. The phenomena

occurs when participants shift the responsibility for their safety to the leader or to another participant. In many cases, the participants overlook the risks involved in an activity thinking that if anything happens the leader will rescue them. The participants in outdoor pursuits must be aware of the risks involved in the activity and should be informed of the risk shift phenomena emphasizing that they share the responsibility for their own safety.

10. **Attribution Theory**: Similar in nature to the risk shift phenomena is the attribution theory. This theory suggests that a participant's locus of control will affect their attitude toward safety. A participant with an internal locus of control tends to exercise good judgement when participating in an activity. Participants with an external locus of control feel that their lives are controlled by chance and tend to "go for it" because they are not responsible for their actions. Identifying a person with an external locus of control is not an easy task. A participant with an external locus of control tends to be a risk taker, and usually maintains a strong "go for broke" attitude.

Summary: The management of risk is the primary responsibility for both the outdoor leader and his/her charges. A conscious effort must be made by all in order to avoid accidents in the out-of-doors.

REMINDER NOTES:

CHAPTER

IV

LEADERSHIP ON THE TRAIL AND DURING CROSS COUNTRY NAVIGATION

A leader can eliminate a majority of the problems associated with group travel by designating people to be navigator, pacer, and an anchor person. This concept of control will also minimize conflicts in navigation and route selection.

Navigator: The navigator is the individual who follows the compass hearing that was decided on by the group. This individual is responsible for the accurate navigation to the next campsite. The navigator's assignment is important because the group is depending upon the judgement of this person to select the safest and the most energy efficient route.

Pacer: The pacer is the individual who is going to establish a pace that will accommodate the slowest member in the group. Since the group will be traveling at the rate of travel of the slowest member, it is sometimes advantageous to select that person as the pacer, but be careful in drawing undue criticism to the individual. The pacer's primary job is to set the pace and to keep the nagivator in sight during off-trail travel. This allows the navigator sufficient space so that the group does not walk on his or her heels and gives the navigator the opportunity to use the compass and map to select a good route. The pacer is also charged with an additional responsibility to periodically check the compass heading of the navigator to ensure accurate direction finding during off the trail travel.

The Anchor Person: The anchor person's job is to ensure that the group does not spread out too far along the trail. The anchor person's position is critical as one of the most common accidents in back-country travel occurs when individuals have accidently separated from the group during trail hiking or bushwacking. The assistant leader is frequently chosen as the anchor person.

The Leader: The position of the leader during off-the-trail travel is generally up to the individual leader's preference. While traveling on trails I prefer to be near the end of the group so as to give them an opportunity to be in control of their field trip. With groups that are traveling off the trail, my position is usually toward the front so that I can be available to consult with the navigator or respond to a potentially bad situation, such as hazardous terrain or swift water crossings. The main concept that leaders need to be aware of in their positioning within the group is to maintain a vantage point in the travel situation so that they can observe the group dynamics as well as keep a good handle on safety.

Pace: As mentioned earlier, the pace will be set by the slowest member of the group. Do not allow the faster participants to travel ahead of the group as this leads to group conflicts and accidents.

Rest Breaks: The leader should schedule regular rest breaks because many inexperienced hikers will wait too long to correct a situation such as overheating or blisters. Many participants will press on with a minor problem until there is a rest break, figuring that one will happen soon. Most rest breaks should be short (5 to 10 minutes) because people will tend to cool down rapidly. The leader should also set a tone so that the individuals in the group will feel comfortable about stopping everyone to correct a situation before it gets worse. The traditional rest break schedule has been to walk 50 minutes then rest 10 minutes. The break area must be off the trail so that other users can pass freely.

Spacing: Maintaining adequate spacing between participants while backpacking is difficult because groups have a tendency to bunch together. A minimum of 10 feet between participants is good for trail hiking while a 12 foot spacing is recommended when the group is bushwacking.

Get-Homeitis: Occasionally a group trail hiking or doing cross-country navigation gets a mild case of "get-homeitis", which means that they are anxious to get home. While there is nothing wrong with them being anxious to get back to the car, frequently their pace speeds up until the slowest member is jogging to keep up with the group. This can be controlled by pointing out the situation because in most cases the group does not realize they have "get-homeitis."

CHAPTER

V

SOME THOUGHTS ON OUTDOOR LEADERS, LEADERSHIP AND MINIMUM IMPACT PRACTICES

Co-Leaders: There is a trend to change the roles of leader and assistant leader to "co-leaders" or "co-instructors." While this trend appears to be a rational idea based upon shared leadership, it is a poor concept to follow since the title "co-leaders" indicate that the shared responsibility for the decision making is equal between two individuals. When reviewing the basics of legal liability, it becomes apparent that ultimately only one person can be in charge of a group. It is realistic to have only one primary leader who is in charge of the group, responsible for their safety and accountable to the hiring organization/agency.

"Old Heads Had It Easy": It used to be that the main benefit of being an "old head" (an outdoor leader with 10 years experience) was the freedom to experiment. In the eary years, there was an unofficial grace period for outdoor leaders to develop competency. There was little pressure on the legal liability matters because there were fewer attorneys coupled with an uninformed public who felt that accidents were part of the sport. My message here is to be generous with your advice to the new leaders who have to walk the tightrope of liability while learning judgement and decision making.

Staff Training: The hiring of qualified staff is the best way to minimize the risk in outdoor pursuits. To keep the staff current it is important for the agency to sponsor periodic staff training or excursions. During staff training (which should be funded by the organization/agency) the program director and staff have an opportunity to present and review agency policies, safety guidelines, philosophy, etc. Staff training is of great importance to the organization/agency when new or innovative activities are added to the program.

Teach Expedition Behavior: The powerful concept of expedition

behavior was developed by Paul Petzoldt, the father of outdoor leadership. Expedition behavior is a method to assist participants to get along with one another on a field trip. Teaching expedition behavior will reduce the personal conflicts between group members. A detailed explanation of expedition behavior is found in Petzoldt's book the Wilderness Handbook, published by W. W. Norton, New York.

Decision Making: The primary role of a leader in decision making is to determine how the decision will affect the group they are leading. Most decisions are minor, but any decision regarding the safety of the group should be made in favor of the group rather than an individual's interest. For example, two students would like to day hike from the base camp to a lake several miles away. If the day hike is essential because they cannot find similar resources at the current campsite, and if the people are qualified, and take survival gear, then it might be OK to let them go on a day hike. If the students are not mature, if they are not experienced, if there is no reason to go to the lake except for their own personal gain, then the decision should be made in favor of the group who would have to search for these folks if they become lost or injured.

Bivouacking: The opportunities for an outdoor leader to bivouac (remaining overnight with limited equipment) are increasing each year. The myraids of unprepared people seeking an outdoor experience have increased back-country incidents (i.e., falls, becoming disoriented, and being stranded by darkness are common). The prospect for the outdoor leader to remain overnight while aiding an injured person is real, and to the ill-prepared outdoor leader, a potential threat.

In a mountain environment, when you decide that bad weather or approaching darkness will not allow you to continue, then you should consider bivouacking. If you are engulfed in a white-out and the terrain is steep, remaining overnight is sensible as navigation will be better in the morning. If an accident happens, and the party needs outside assistance for evacuation, bivouacking may increase the patient's chance for survival.

The British consider the bivouac an essential part of mountain leadership training where it can be compared to camping with limited supplies. In the United States a bivouac was once an integral part of the training of outdoor leaders, but with the advent of the modern sleeping systems, the practiced bivouac soon became extinct.

A bivouac should be practiced in rough field conditions since the inherent discomfort can vastly improve the judgement of many outdoor leaders. The "first" bivouac should be in a controlled situation (i.e., close to home) then after equipment and skills are mastered, you should practice in a more remote environment.

MINIMUM IMPACT PRACTICES FOR SMALL GROUPS IN THE NATURAL ENVIRONMENT

Outdoor leaders must transmit a minimum impact philosophy to their group in order to protect the natural resources from overuse. Many leaders discuss the philosophy of minimum impact by asking their people to imagine they are adventurers who strive to experience the wilds as explorers first saw it in the natural state without the litter or overused areas. Establishing a minimum impact philosophy is important in developing a participant's awareness of the natural environmental processes and is the beginning point for discussing minimum impact practices. The following minimum impact practices are utilized while traveling and living in the outdoors in order to minimize small group impact on the land.

Group Size: Try to limit the group size. Large groups have a greater impact on the natural resources.

No Fires: Fires should only be utilized in an emergency situation. Group fires have a tremendous negative impact on the resources in the Pacific Northwest. Carry and use backpacking stoves.

Litter: Litter is always packed out. On extended outings, the litter can be hauled out by the people running the resupply.

Campsite Selection: If available, use existing campsites, otherwise camp in "tough" areas that can handle the impact. Do not camp close to lakes or streams. Do not camp in meadows or on fragile areas. Refrain from trenching around tents or tarps.

Human Waste: Use "cat holes" to dispose of human waste while on the trail. In camp, use a shallow slit trench toilet. Burn your toilet paper when possible. Note: Some Forest Service districts require "cat holes" as the only method of human waste disposal.

Waste Water: Dig a small hole (9 inches deep) for the disposal of both cooking and bath water. The hole must be filled in prior to leaving the area.

Washing Yourself: Avoid washing close to water sources. All soaps pollute lakes and streams, even ones that are biodegradable. Select a bathing site on rocks or porous soil. Use your cookset to take a GI bath. After a thorough rinsing, you may swim in the lake.

Washing Clothes: On extended outings, cotton shirts and underwear should be cleaned. Use your cookset with water (no soap) to soak and rinse the clothes several times and then hang them on branches to dry. The clothes will still hold some dirt, but they will smell clean.

Carry Large Water Containers: Large water containers are needed to reduce the number of trips to the water source which will minimize the trails that are usually formed.

Use Tennis Shoes on Delicate Terrain: When crossing high meadows or fragile alpine areas, wear tennis shoes and fan out to prevent damage to the delicate vegetation.

Souvenirs: Do not collect souvenirs, I.e., rocks, flowers, antlers, etc. Take only pictures.

No Pets: Leave your pets at home. A dog's scent from marking their territory is a destructive process in a natural environment. Even the most well trained dog is a nuisance in group camping.

Avoid Bright Colored Gear: To reduce the visual impact of outdoor gear select backpacks and tents that are earth colors.

Authors Note: It is critical to the natural environment that the leader teach and practice the minimum impact camping techniques.

CHAPTER VI

THE PROS AND CONS OF THE CERTIFICATION OF OUTDOOR PURSUIT LEADERS

The most controversial subject among professionals in the field of outdoor recreation education is the issue of certification of outdoor leaders. The concept of certification, or guaranteeing outdoor leadership competency, has been discussed at the last five northwest regional conferences of the National Park and Recreation Association. It has also been reviewed at the conferences held by the Association for Experiential Education for the past four years and is the major focus of the Wilderness Education Association.

The methods that have been proposed to certify outdoor leaders generally fall into three approaches: (1) A leadership course, or some type of examination, or an evaluation of the leader's education and experience. The leadership certification course is the most common method of certifying outdoor leaders. The participants in these courses are certified outdoor leaders if they meet the proficiency standards of the instructors. (2) The second approach is a skill test administered by a panel of evaluators who decide on a leader's competency by a consensus of opinion. (3) The third approach to outdoor leadership certification is a method which evaluates the education and experience of the individual to determine if they meet prescribed leader requirements

---

Supporting Arguments: There are many positive reasons for the certification of outdoor leaders. All of these reasons can be synthesized into three major arguments: The protection of the people being led, the protection of the environment, and the ability to obtain a lower rate on liability insurance.

The protection of the people and the environment are the main focus of the only two recognized outdoor leadership schools, the National Outdoor Leadership School and the Wilderness Education Association. Both purport to certify outdoor leaders. The summary statements in the brochures of these leadership schools represent the majority of opinions expressed by proponents of certification of outdoor leaders.

The Wilderness Education Association brochure states:

Assurance of competence in outdoor leaders is a must in this time of expanding wilderness use. We are at a point where both individual safety and environmental integrity are jeopardized by uneducated wilderness visitors. [1]

The same type of affirmative comment towards certification is also written into the National Outdoor Leadership School's brochure:

In 1971, NOLS originated an optional certification program for wilderness leaders, born of the increasing need for skilled men and women specifically trained to lead small groups into the wilderness in a safe and responsible manner. [2]

A certification program will protect the natural resources. The leaders who have completed a certification program should be able to lead a group with little impact on the land. Paul Petzoldt supports this concept stating:

" A good leader can take out a group of people who have never been to the outdoors before, and they may do some damage the first few days but if he teaches them quick enough, they can go out to the wilderness for six weeks without hurting it." [3]

The third major argument for certification of outdoor leaders is a reduction in the cost of liability insurance. A certified leader will decrease the group's exposure to unreasonable dangers and risks which will lower the cost of liability insurance. The National Outward Bound office has directed each school to develop a certification system for their instructors. This will have a direct positive effect on Outward Bound's liability insurance rate.

Argument Against: The opponents to certification of outdoor leaders maintain a diverse range of arguments. The most common argument is that outdoor leadership is a subjective experience which cannot be taught or objectively measured. Senosk, in her thesis on the examination of outdoor pursuit leader certification, states:

"Another problem arises with the question of how can subjective leadership qualities be measured validly and reliably in a certification examination. It is recognized that there are certain innate subjective traits within each individual and skills contributing to the qualitities attributed to a "good" leader, but how to identify them in a prospective outdoor pursuit leader in a certification examination process is a difficult task."[4]

Additional support for the argument that leadership is a subjective experience is expressed by Randy Crawford, Director of the Washington Wilderness Program. He states: "The outdoor leader has to make 10 to 50 good decisions per day. Each decision is an intuitive process which comes from the leader's background of having been impelled into crisis."[5]

Inconsistency of certification programs is another major argument against it. There is considerable opposition to certifying outdoor leaders because of the inconsistency seen in related certification programs such as Emergency Medical Technician, First-Aid, and CPR Instructor. The methods and level of instruction varies significantly between instructors teaching the same type of course. Opponents to certification see this as a problem inherent in the system and a major reason not to certify leaders.

Besides inconsistency of programs, a certification system will not guarantee that the leaders are qualified to lead groups into the outdoors. This viewpoint is shared by Dr. Alex Ufer who hires leaders to teach outdoor pursuit courses at Idaho State University.

" When hiring instructors to teach courses (outdoor pursuits) I interview graduates of all the certification programs; NOLS, WEA, and the Outward Bound Leadership School. Most of these instructors do not have the ability to safely lead our courses without additional training. "[6]

There are some minor arguments against certification of outdoor leaders. The cost involved and philosophical reasons have been expressed by opponents to certification. Although these are minor reasons, they point out the diversity of arguments against certifying outdoor leaders.

Recommendations: The certification of outdoor leaders is a controversial issue which will not be easily resolved. Trends indicate that within five years a law will require leaders who receive a salary to complete some type of an outdoor leadership certification program. Successful completion of the program will be necessary before leaders are allowed to take groups on overnight trips. A leadership program is required in Virginia and Maine.

Prior to mandatory certification, it is important to develop a regional voluntary peer assessment program so that when the law goes into effect, a skills and knowledge certification component could be added to the basic program. This approach would lessen the impact of developing a full certification program from scratch.

A volunteer peer assessment program could consist of a set of guidelines to evaluate the qualifications of the leaders and the program of an agency. The guidelines could be generated and evaluated by the outdoor leaders (peers) who are leading similar trips and expeditions in the same regional area such as Washington and Oregon or Idaho and Montana. A peer assessment would keep control of the program at the regional level which allows the leaders to direct the certification process.

SUMMARY

"CONSIDER YOURSELF AN OUTDOOR LEADER–IF"

Prepared for the National Recreation and Parks Administration N.W. Regional Conference. April 8, 9, 10, 1979 Portland, Ore.

RATIONALE

We can no longer ignore the growing trends that we find in the National Search and Rescue statistics. Search and Rescue (SAR) missions are usually the result of man's inability to prepare for and cope with the natural environment.

By analyzing the details of SAR incidents we can draw conclusions or lists of the indirect factors (often controllable) that led up to the event, and also gain an insight into the direct causes of the situations. We find that most SAR missions could have been prevented.

Many outdoor problems occur because of: 1) a lack of proper outdoor leadership, and 2) incomplete or outdated outdoor education programs.

We will present a list of problems in a Socratic style. That is, we will ask the questions that you as an outdoor leader should be asking yourself. Then we will propose solutions based on common sense and philosophical comments on "What makes a good outdoor leader."

We are starting to see future trends that will occur as the result of the outdoor community's inability to police itself. We foresee laws, restrictions, registrations, licensing, paying for rescue. We can continue to ignore the situation and fool ourselves into believing that "the Emperor has new clothes," or we can begin to effect change within the recreation community before the outside influences do it for us (which we probably would not happily accept anyway).

Besides the many other qualities of outdoor leadership that we will discuss, we must at all times consider the legal and moral responsibilities we face as group leaders, especially should an emergency occur. Legally you are responsible for the group from the moment they come under your control. You may be held accountable for your actions (or lack thereof) in a court of law. Morally you will have to live the rest of your life remembering questionable decisions wherein death or injury occurs.

If you answer "Yes" to these questions, then you are probably an outstanding outdoor leader. If you answer "No" to any, then you may be inadvertently contributing to the growing trends in SAR activity. It is hoped that this list of questions will help to make things better for everyone, especially those who follow you as group leader.

Rick La Valla, Chairman, Emergency Response Institute

YOU ARE TAKING A GROUP OF PEOPLE ON AN OUTING –

Do you conduct classroom sessions? Do you set minimum standards that the individual must meet?

Have you established criteria for testing the skills that each person must have in order to participate in the activity safely?

Do you brief the group on the entire plan, goals and objectives? Have you mentally walked through the entire outing?

Do you know the prior experience and background of all people in your group? Do you know the medical history and current medical problems of each individual member of the party?

Do you know the level of physical fitness and potential limits of each? Is the group compatible for this type of outing? Do you know the mental make-up of your people - what you can expect from each during stress, discomfort, aches and pains, etc?

Do you personally check all of the group and individual equipment? Do you exclude people with inadequate or questionable equipment from the outing?

Are you current with body management techniques? Have you educated your group?

Is the comfort, safety and wellbeing of every individual in your group always your first priority? What are your motivations for taking the group out? Have you explained them to the group? (Is the $ your only motivation?)

Do you have an established trip plan? Does everyone know? Do you include options and alternatives?

Do you establish emergency action plans? Has the group been briefed? Who is second and third in command? Do you have established criteria for cancelling or turning back? Have you explained these to your group?

Do you have a group self-rescue plan? Do you carry the necessary equipment to implement the plan? Could you care for and evacuate an injured member of your group? How do you obtain outside help? Do the others know how?

Are you alert for weather changes and the terrain dangers for the complete trip? Does your group understand the potentials? Do you and your group adhere to the current outdoor codes and ethics?

Do you monitor the group dynamics? Can you keep the group together? Do you assign responsibilities to the people with the capabilities?

Do you obey the established rules, regulations, and policies of the land management agencies?

Do you practice "time and circumstance" education in the field?

Do you continually educate your group in outdoor comfort and safety? Do you allow others in the group to lead so that they may develop self-confidence?

Do you understand the legal and moral responsibilities of leading a group beyond the roadhead, where you become the group's father, mother, doctor, Daniel Boone, rescuer, and jack-of-all-trades for the duration of the trip? (Are you insured?)

Can you recognize all the internal body upsets and environmental stresses that could impair your own judgment and decisions? Do you know what is needed to biologically keep your mental problem solving ability at 100%?

Now!! Reread the last paragraph in the rationale. Rick La Valla

FIRST-AID AND EMERGENCY MEDICAL KITS

An adequate medical kit is critical to supporting the field trip experience. Most commercial first-aid kits are not suitable as a group medical kit on extended outings. In order to ensure that an adequate medical kit is available, the leaders should design and stock their own kit with consultation of a physician advisor. The following items are suggested for inclusion in an outdoor leaders emergency medical kit.

Software:

4 bulk compress dressings
10 TELFA sterile pads (2 x 3)
12 Sterile Gauze pads (4 x 4)
10 Sterile Gauze pads (3 x 3)
4 rolls 2" x 5 yards roller gauze
3 packs Steri-Strip skin closures (1/4 x 4")
One inch Bandaids (bring plenty). Minimum of 20.

NOTE: Extra bandaids should be carried in the student's personal first-aid kit

20 (various sizes) Butterfly bandaids
4 Ace bandages (2 - Two inch) and (2 - Three inch)
Mole Foam - as necessary (minimum of 4 packages)
Mole Skin (Koltex) - As necessary but carry a minimum of 4 packages (Moleskin should also be in the students personal first-aid kit.)

4 Triangular bandages
2 rolls athletic tape 1½" width
1 roll surgical tape

Hardware:

1 scissors - do not scrimp on this item because a good pair of steel scissors are a joy to use and an asset to the medical kit.

1 Thermometer - a low reading (70 degrees to 110 degrees) oral/rectal combination thermometer.

1 Tweezers
12 Safety pins (6 small and 6 large)
1 small Hemostat
2 pair disposable sterile gloves
Tongue depressors - as necessary
Disposal razor
Scalpel blades - as necessary

MEDICATIONS

There is considerable controversy on which prescriptions and non-prescription medications should be included in a field medical kit. I recommend the following medications to be discussed in detail with your physician advisor.

1. Analgesic (pain medications)
   * Aspirin
   * Tylenol
   * A prescription pain medication
2. Antihistamine
3. Decongestant
4. Antidiarrheal medications
5. Ophthalmic ointment
6. Oral antibiotics
7. Topical antibiotics
8. Epinephrine
9. Hydrocortisone cream

MISCELLANEOUS

10 Alcohol Swabs
Phisohex or phisoderm soap
Betadine Skin cleanser
Tinactin
Small container of baking soda
Antacid (several types)
Vaseline
4 Kotex pads (compress dressings)
Accident report forms (2)
Pencil
Change for phone calls

Reference Credits

[1]Wilderness Education Association Promotional Material, Driggs, Idaho 1980.

[2]National Outdoor Leadership School Promotional Material, Lander, Wyoming, 1980.

[3]Petzoldt, Paul. Certification Lecture, National Recreation and Park Association, Northwest Conference, Portland, Oregon, April 1979. (Taped)

[4]Senosk, Elaine M. "An Examination of Outdoor Pursuit Leader Certification within the United States in 1976," p. 23, MS thesis, University of Oregon, March 1977.

[5]Crawford, Randy. Personal communication, October 25, 1980.

[6]Ufer, Alex. Personal communication, November 20, 1980.

APPENDICES

RISK MANAGEMENT PLAN

Leaders Name_____ Course_____
Dates_____ Location_____

Description of Route_____

Overnight campsites_____

Contact person_____ Phone_____
Nearest Search & Rescue Unit_____
Address_____ Phone_____
Sheriff's Phone_____ Rangers Phone_____
Assistant Leaders_____

Participants	Address	Phone

FIELD TRIP INFORMATION

Describe terrain that the trip will be over _____
Highest Elevation_____ Total Mileage_____ Estimated rate of travel_____
Coldest temperature anticipated_____ Warmest Temperature_____
Average temperature anticipated_____
Youngest person on trip_____ Oldest person_____ Average age_____
Estimate general strength of the group_____
Anticipated trail conditions_____
Outline potential hazards or risks_____

Discuss the procedures to reduce or minimize the above_____

STUDENT INFORMATION FORM

Name_____ Age____ Height_____ Weight_____

Major_____ Physical Condition: (Circle one)

Phone_____ Poor Fair Good Excellent

Address_____ Health Condition: (Circle one)

_____ Zip_____ Poor Fair Good Excellent

Medical Data: CONFIDENTIAL

1.	Allergies (Drug, Pollen, Food, etc.) List them, be specific.	(YES)	(NO)
2.	Allergies (Insect Bites) List them, be specific.	(YES)	(NO)
3.	Diabetic	(YES)	(NO)
4.	Epilepsy	(YES)	(NO)
5.	Heart Problems	(YES)	(NO)
6.	Kidney Problems	(YES)	(NO)
7.	Injuries to joints:		EXPLAIN
	A. Knee	(YES)	(NO)
	B. Elbow	(YES)	(NO)
	C. Wrist	(YES)	(NO)
	D. Ankle	(YES)	(NO)
	E. Shoulder	(YES)	(NO)
	F. Fingers/Toes	(YES)	(NO)
	G. Back/Spine	(YES)	(NO)
	H. Other	(YES)	(NO)
8.	Have you ever had:		EXPLAIN
	A. Heat Stroke	(YES)	(NO)
	B. Frostbite	(YES)	(NO)
	C. Hypothermia	(YES)	(NO)
	D. Excessive nosebleeds	(YES)	(NO)
	E. Sun/Snow blindness	(YES)	(NO)
	F. Pulmonary Edema	(YES)	(NO)
	G. Mountain Sickness	(YES)	(NO)
	H. Immersion Foot	(YES)	(NO)
	I. Asthma	(YES)	(NO)
	J. Hemmorrhoids	(YES)	(NO)
	K. Ulcers	(YES)	(NO)
	L. Broken Bones	(YES)	(NO)

9. List any medical problems, illness, injuries, or chronic conditions that you have or have had in the last 3 years. (Be specific)

10. List and medications that you are currently taking. (Be specific)

EXPERIENCE RECORD

Related Courses Taken Here:

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Experience Through Participation: Hiking, Backpacking, Mountaineering, Rockclimbing, Winter Camping, Cross-Country Skiing, or Emergency Survival Situation.

First Aid Experience
(check items that apply)

Standard First Aid _____
Advanced First Aid _____
CPR Course _____
CPR Instructor Course _____
EMT Course _____
Wilderness Second Aid _____
Other (Please List)

Person to Notify in Case of Accident

Name _____
Relation _____
Address _____
City _____ State _____
Zip _____ Phone (___) _____

EXPERIENCE RECORD
WINTER CAMPING

The purpose of this evaluation is to assist the instructor in determining the experience level of students enrolled in RLS 305 - Winter Camping.

Name_____ _____ Year 1 2 3 4 MA

Name_____ Year 1 2 3 4 MA

How many overnight backpacking trips have you participated:

0 1-3 4-7 8-15 15 or more

How many days was your longest trip _____

How many times have you bacpacked cross country (completely off trail):

0 1-3 4-7 8-15 15 or more

How many times have you traveled on snowshoes:

0 1-3 4-7 8-15 15 or more

How many times have you x-c skied:

0 1-3 4-7 8-15 15 or more

How many times have you winter camped:

0 1-3 4-7 8-15 15 or more

How many times have you downhill skied:

0 1-3 4-7 8-15 15 or more

List your winter camping experiences or winter skills training sessions that relate to this class:

_____

_____

_____

_____

_____

_____

BACKPACKING EQUIPMENT LIST

1. **BOOTS: 1 PAIR**
   Broken in and good fitting pair of lightweight hiking boots.
2. ***TENT WITH ACCESSORIES**
3. **PACK FRAME AND BAG: 1 EACH**
   Large volume internal frame packs are acceptable.
4. **SLEEPING BAG: 1 EACH**
   The Modified Mummy style is prefered.
5. **WATERPROOF STUFF BAG FOR SLEEPING BAG: 1 EACH**
   Insert a plastic garbage bag inside the stuff sack for additional protection during the field trip.
6. **SLEEPING PAD: 1 EACH**
   Ensolite, blue foam or other
7. **WATERPROOF PARKA OR PONCHO: 1 EACH**
   Coated nylon recommended
8. **WOOL TROUSERS: 1 PAIR**
   Heavy wool trousers that are roomy in the seat and waist.
9. **WOOL HAT: 1 EACH**
   Knit stocking hat, large enough to cover your ears.

BEST COPY AVAILABLE

10. **WOOL SHIRT: 1 EACH**
    This must be roomy enough to allow you to wear clothes underneath and still have freedom of movement.
11. **WOOL SWEATER: AS NECESSARY**
    Be sure it's wool and roomy.
12. **WOOL MITTENS: 1 EACH**
13. **HEAVY WOOL SOCKS: AS NECESSARY**
    85% wool are prefered.
14. **INNER SOCKS: AS NECESSARY**
    Wool or nylon (no cotton inner socks allowed).
15. **SUNGLASSES: 1 EACH**
    A strong case is important.
16. **SMALL FLASHLIGHT: 1 EACH**
17. **QUART/LITER PLASTIC WATER BOTTLE: AS NECESSARY**
    Large mouth bottle prefered.
18. **EATING GEAR:**
    Your own cup, bowl & spoon.
19. ***COOKING GEAR:**
    A cook set or number 10 tin can with lid, large community cooking spoon, pot grips and large collapsible water container
20. ***BACKPACKING STOVE WITH ACCESSORIES:**
    The stove must be very durable and absolutely reliable.
21. **SNEAKERS (CAMP SHOES): 1 EACH**
    Should be lightweight
22. **TOILET ARTICLES:**
    A. Small hand towel
    B. Small toothbrush
    C. Toothpaste
    D. Foot power
    E. Biodegradable soap
    F. Chapstick
    G. Small pocket comb
    H. Sunburn preventative (important)
    I. Toilet paper (white only)
    J. Bug repellant (seasonally)
23. **HANDKERCHIEF: 1 EACH**
    Large bandanna type is best.
24. **ESSENTIALS: IMPORTANT ITEMS**
    A. Matches: in waterproof case
    B. Plastic garbage bags: several to protect clothing & pack, etc.
    C. 25" of parachute cord
    D. Whistle (plastic police type are best)
    E. Hard wax candles
    F. Water purification tablets
25. ***SMALL FIRST-AID KIT**
    Contents of kit should be those commonly used items, i.e., moleskin bandaids, etc. (No glass containers). (The leader will have a group first-aid kit for emergency use).
26. ***SMALL POCKET KNIFE:**
    (No blades over 3 inches).
27. **SMALL COMPASS:**
    (Floating needle, fluid filled).
28. ***TOPOGRAPHICAL MAPS OF THE AREA:**

SEASONAL CLOTHING CONSIDERATIONS

29. T-SHIRTS
30. SHORTS
31. COTTON FIELD PANTS
32. LONG SLEEVE COTTON SHIRT
33. EXTRA MITTENS OR GLOVES
34. WIND SHIRT/JACKET
35. RAIN PANTS
36. LONG WOOL UNDERWEAR BOTTOMS
37. PONCHO OR TARP FOR COOKING SHELTER

*Indicates can be shared with shelter partner.

GROUP EQUIPMENT

1. SMALL SHOVELS
2. REPAIR KIT
   (includes: needle, thread, tent cord, wire tape, clevis pins
   stove tank gaskets, and pump gaskets, pliers, extra pack straps, etc.)
3. LARGE NYLON TARPS WITH CORD

EASTERN WASHINGTON UNIVERSITY Cheney, Washington 99004

ROCK CLIMBING

In consideration for being allowed to enroll as a student at Eastern Washington University (EWU), I do hereby release and discharge its trustees, officers, faculty, agents, and assigns, and the State of Washington from any and all liability, causes of action, costs, charges, claims, expenses, and demands on account of or in any way growing out of any and all personal injuries and property damages incurred by me as a result of or in the course of my participation in a rock climbing course (including, but not limited to, trips and expeditions).

By signing below, I hereby expressly assume any and all risks which are incumbent with rock climbing activities in which I voluntarily participate in while a student at EWU, with the realization that these activities might subject me to personal bodily injury or property damage risks.

Additionally, for the stated consideration, I further expressly covenant and agree forever to refrain from suit or proceeding at law or in equity or otherwise against the above-named parties, either severally or jointly with any other person, on account of, or in any way growing out of any personal injuries and property damages as stated.

I have read, understand, and agree to the terms herein.

Signature_____ Witness _____

Date _____

Attested by HPERA Safety Officer

_____

BEST COPY AVAILABLE

*WILDERNESS SAFETY INFORMATION

The environment that you will be traveling in present hazards that are different from everyday life. Just as some people forget to fasten their seatbelts, many forget to practise simple wilderness safety rules. The "It can't happen to me!" attitude has caused many accidents resulting in serious or fatal injuries. While it is impossible to eliminate all risks, you can increase your margin of safety and minimize risks by paying close attention to safety rules and procedures presented during your class. Problems such as stream crossing, lightning, storms, and adverse weather can be reduced if you personally strive to be aware of the hazards the wilderness environment presents and of responsible conduct within this environment.

While we maintain high standards of skill and experience in our leaders, they cannot be everywhere at once nor are they able to guarantee you total protection from accidents or injuries. We encourage you to develop a questioning attitude and hope you will ask our leaders to explain any action, direction, or procedure with which you or others are unsure or uncomfortable.

Be aware that rescues for even minor injuries may easily require a minimum of twenty-four hours before you can be treated by a physician. Delays of forty-eight hours from the time of injury are not uncommon in the mountains. We do not carry radio communication equipment on our trips.

The major goal of our classes is to educate people in safe wilderness skills. It is up to you to make use of this material and become a safe wilderness traveler.

_____ _____

(Signature) (Date)

*Adapted from the outdoor program, Eugene Parks and Recreation Department.

BEST COPY AVAILABLE

INFORMATION SOURCES

Outdoor Leadership Theory

The Wilderness Handbook, Paul Petzoldt,
W.W. Norton & company, New York, 1974

Leading to Share - Sharing to Lead, Robert J. Rogers,
The Council of Outdoor Educators of Ontario,
Sudbury, Ontario, 1979

Food Planning and Cooking

The Well-Fed Backpacker, June Fleming
Victoria House, Portland Oregon, 1976

NOLS Cookery, The National Outdoor Leadership School,
Lander, Wyoming 1974

First-Aid and Emergency Care

Mountaineering First Aid, Dick Mitchell, Second Edition
The Mountaineers, Seattle, 1975

Medicine for Mountaineers, James Wilkerson M.D.
Second edition, The Mountaineers, Seattle, 1978

Legal Liability and Risks

"The Management of Risk" Dan Meyer
An article in the Journal of Experiential Education, Volume 2, 1979

Legal Liability – Adventure Activities, Betty Vander Smissen,
Clearinghouse on Rural Education and Small Schools
New Mexico State University, 1980

Equipment Selection and Skills

Ski Camping, Ron Watters,
Chronicle Books, San Francisco, 1979

Walking Softly in the Wilderness, John Hart,
The Sierra Club Books, San Francisco, 1977

Mountaineering: The Freedom of the Hills,
Fourth edition, The Mountaineers, Seattle, 1982

Safety and Judgement

Frostbite, Bradford Washburn
Museum of Science, Boston, 1963

Hypothermia: Killer of the Unprepared, Theodore Lathrop. M.D.
Mazamas, Portland, Oregon, 1975

The ABC of Avalanche Safety, E.R. LaChapelle
The Mountaineers, Seattle, 1978

Surviving the Unexpected Wilderness Emergency, Gene Fear,
Survival Education Association, Tacoma, 1975

Wilderness Search and Rescue, Tim Setnicka
Appalachian Mountain Club, Boston, 1980

Consultants in Outdoor Program Development

Paul Green
Department of Recreation and Leisure Services
Eastern Washington University
Cheney, WA 99004

Ian Wade
Northwest Outward Bound
0110 S.W. Bancroft St.
Portland, Oregon 97201

Mike Swiderski
Albany Parks and Recreation Department
801 Pacific boulevard S.E.
Albany, Oregon, 97321